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ABSTRACT

This curriculum guide is designed to help classroom teachers implement the Alabama Course of Study for the social studies and to be inclusive of the objectives tested by the Stanford Achievement Test. Divided into three sections, section 1 begins with a table of contents that lists what students should learn (student outcomes) in grade six. After each outcome, a page number(s) directs the reader to classroom activities that address the specific outcome. The second section of the guide consists of classroom activities. Each activity is preceded by a description of the areas of grade six social studies covered, the specific student outcomes that are addressed in the activities, and notes for the teachers that convey information important for effectively presenting the activities. The third section summarizes the relationship of student outcomes to the original sources from which the outcomes were taken. The original sources for this curriculum guide were the Alabama Course of Study and the Stanford Achievement Test objectives. This section of the guide was designed to serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as basic, standard, or advanced. The substance of the guide concerns Canada and Latin America. The topics include understanding the relationship of time to human life in Canada and Latin America; physical geography in Canada and Latin America; customs, traditions, and behaviors; economic systems; historical events; and government controls in certain areas of society in Canada and Latin America. (DB)

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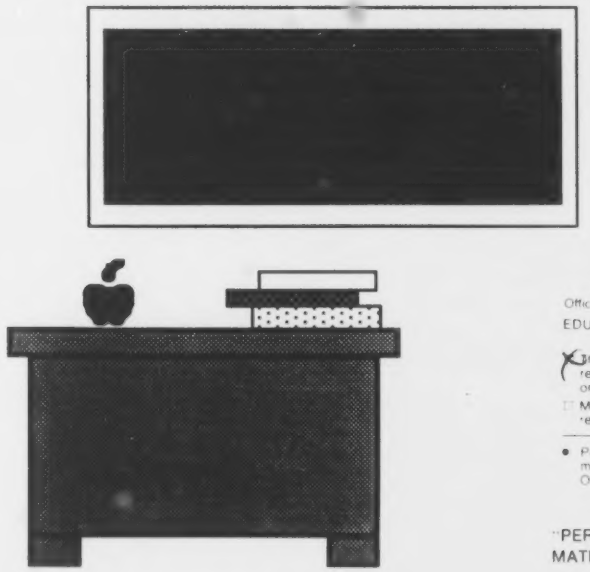
SOCIAL STUDIES

CURRICULUM GUIDE GRADE 6



Bulletin 1987, No. 62

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State Superintendent of Education
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SOCIAL STUDIES
CURRICULUM GUIDE
GRADE 6

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FOREWORD

This Social Studies Curriculum Guide: Grade 6 is designed to help classroom teachers implement the Alabama Course of Study: Social Studies (Bulletin 1986, No. 31). It is inclusive also of the objectives tested by the Stanford Achievement Test.

One characteristic of the curriculum guide is that it clearly states what students should learn in social studies in grade six. These are called STUDENT OUTCOMES and appear in the Table of Contents. The majority of the material, however, consists of classroom ACTIVITIES that lead students to the desired outcomes. The curriculum guide, then, specifies what to teach as well as ways to teach it.

The Social Studies Curriculum Guide: Grade 6 is supplemental in nature. It will add to material found in textbooks and complement locally developed skills continuums, scope and sequences, and/or curriculum guides. In the past, we have been most successful when we clearly defined what students should learn, gave examples of how it can be taught, and them tested for mastery. This curriculum guide is another step in that direction.

Wayne Teague

Wayne Teague
State Superintendent of Education

INTRODUCTION

The Social Studies Curriculum Guide: Grade 6 is one of a series of curriculum guides to be developed by the Alabama State Department of Education. Its production is part of a larger plan to provide LEAs with a curriculum guide in every subject area K-12, immediately following the Course of Study adoption in the same subject area. The first phase of this ambitious project was the development of mathematics curriculum guides for grades K-12. The social studies guides for K-12 will be followed by language arts curriculum guides for all grade levels.

The Social Studies Curriculum Guide: Grade 6 has three distinct sections. It begins with a TABLE OF CONTENTS which lists what students should learn (student outcomes) in grade six. After each outcome, a page number(s) directs the reader to classroom activities that address the specific outcome.

The second and largest section of the guide consists of classroom ACTIVITIES. Activities are preceded by a description of the areas of grade six social studies covered, the specific student outcomes that are addressed in the activities, and Notes for the Teacher that convey information important for effectively carrying out the activities.

The third section is referred to as the ORIGINAL SOURCES AND STUDENT OUTCOMES portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken. (The original sources for the Social Studies Curriculum Guide: Grade 6 outcomes were the Alabama Course of Study and the Stanford Achievement Test objectives.) This section of the guide will serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as being basic, standard, or advanced.

The use of the Social Studies Curriculum Guide: Grade 6 is not mandatory. Instead, it is offered as material that will help implement the Social Studies Course of Study and prepare students for the Stanford Achievement Test. The Social Studies Curriculum Guide: Grade 6 can be used as it is in LEAs that currently have no guide, or it can serve as a starting point for developing a similar guide locally. In either case, the involvement of local educators in the development of curricula is valued and encouraged. It is hoped that this guide will bring about local expansion activities such as adding to the list of outcomes for a given subject; writing additional activities in specific areas of identified weakness; rating outcomes as basic, standard, or advanced; and developing uniform end-of-unit tests.

ACKNOWLEDGEMENTS

From its inception the development of curriculum guides has been viewed as a cooperative effort between specialists in the Division of Student Instructional Services and selected classroom teachers from the public schools of Alabama. The Curriculum Development Section, under the leadership of Katherine Mitchell, has the responsibility for coordinating this project.

Work on the social studies curriculum guides for all grade levels started in April 1986 when Elizabeth Emens was selected as Project Director and the identification of student outcomes began. The second phase of the project took place during July and August when three classroom teachers joined State Department of Education specialists in the writing of activities that teach the identified outcomes. For twelve days a committee of upper-elementary grade level teachers shared ideas and wrote activities for grades four, five, and six. Over a period of nine months, State Department of Education specialists continued the writing of activities, edited drafts, read activities for accuracy and clarity, and reviewed student outcomes. The Department secretaries displayed their usual professionalism and cheerful attitudes in the typing of numerous revisions and in the preparation of graphics. The contributions of the people listed below are greatly appreciated.

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AREA: UNDERSTANDING THE RELATIONSHIP OF TIME TO HUMAN LIFE IN CANADA AND LATIN AMERICA

OUTCOMES:
1. Define the Northern and Southern Hemispheres.
2. Locate the Northern and Southern Hemispheres on a map or globe.
3. Locate Canada and the Latin American countries in either the Northern or Southern Hemisphere.

NOTES FOR THE TEACHER

Exhibit a large globe for students to see. Review the seven continents. Have students identify each one by locating it on the globe. Review pertinent facts concerning the land areas of the earth as seen on a globe. Be sure that students are thoroughly familiar with the following facts by discussing each one.

1. North Pole - the northern end of the earth's axis
2. South Pole - the southern end of the earth's axis
3. Equator - an imaginary line that makes a circle around the middle of the earth halfway between the north and south poles
4. Latitude - imaginary lines on the earth or globe for measuring distances north and south
5. Meridian - longitude line
6. Longitude -imaginary lines on the globe that are used for measuring distances east and west
7. Prime Meridian - the starting point for longitude lines which begin at Greenwich, England, and divide the globe into eastern and western halves
8. Hemisphere - one half of a divided globe

With these details firmly established, remind students that the equator divides the earth or globe into northern and southern halves or hemispheres and that the prime meridian divides the earth or globe into eastern and western halves or hemispheres.

ACTIVITY 1 - OUTCOMES 1, 2, and 3

Use a large globe that allows the names of the continents to be seen from a distance. Place a small ball of plasticine or modeling clay at the North Pole, the South Pole, the 0° point of the equator, and the 90° point of the equator.

Write the following captions on the chalkboard with four or five blank spaces under each caption:

Northern Hemisphere (all or parts of the continents listed below):

_____
_____
_____
_____

Eastern Hemisphere (all or parts of the continents listed below):

_____
_____
_____
_____

Southern Hemisphere (all or parts of the continents listed below):

_____
_____
_____
_____

Western Hemisphere (all or parts of the continents listed below):

_____
_____
_____
_____

ACTIVITY 1 - OUTCOMES 1, 2, and 3 (Cont'd)

Remove the globe from its base and call individuals to approach the desk. When the student arrives, hold the globe at the 0° and 90° points of the equator and point the North Pole directly at the student. Then say, "you are looking at the Northern Hemisphere. Name one continent that you see." As the student is seated, ask the recorder to write on the chalkboard the name of the continent observed and ask another student to name a different continent seen from this angle. Allow at least four students to give answers about the Northern Hemisphere.

Continue to hold the globe at the 0° and 90° points, but this time, point the South Pole directly at the face of the student and say, "Now you're looking at the Southern Hemisphere. Name one continent that you can see or one that you can partially see." Then follow the same steps completed above with the Northern Hemisphere.

Next, hold the globe at the North and South Poles allowing the 90°E Meridian line to face the student and say, "Now you are looking at the Eastern Hemisphere." Proceed as above.

Lastly, continue to hold the globe at the North and South Poles and allow the 90°W Meridian to face the student and say, "Now you are looking at the Western Hemisphere." Then proceed as above.

Try to involve each student in the process. When all reinforcing responses have been recorded, have the students make a note that parts of some continents are found on two different hemispheres.

Ask students "In which two hemispheres do we find Canada? (Western and Northern) In which two hemispheres do we find Latin or South America? (Western and Southern) Which hemisphere includes both Canada and South America? (Western)."

SOCIAL STUDIES
GRADE 6

AREA: UNDERSTANDING THE RELATIONSHIP OF TIME TO HUMAN LIFE IN CANADA AND LATIN AMERICA

OUTCOME: 4. Compare the characteristics of the four seasons in Canada and Latin America.

NOTES FOR THE TEACHER

Students will need to see that seasonal characteristics may be different in certain regions of the Western Hemisphere. Poll students on some of the activities that children in the United States normally enjoy in the summer, fall, winter, and spring. Ask them such questions as, "Why don't you go swimming in the winter? Do you suppose children in Canada go swimming in the winter? What about Mexico?" Remind students that while the United States, Canada, and Latin America are located in the Western Hemisphere, certain land areas are hundreds of miles apart and that this fact allows for extremely different seasonal climates, temperatures, and, of course, different seasonal activities.

ACTIVITY

Furnish each student with four simple outline maps of the Western Hemisphere. Have students consult a textbook map or other sources and write in the names of the countries of the Western Hemisphere on their outline maps. Then have students number and label their maps as follows:

Map No. 1 - Summer
Map No. 2 - Fall
Map No. 3 - Winter
Map No. 4 - Spring

ACTIVITY (Cont'd)

Then have them put the following two map keys on each of their maps:

Temperature Ranges:	Precipitation Ranges:
Red/Hot - 90° to 120° F	≡ Wet - 6 to 8 inches
Orange/Moderate - 50° to 89° F	/// Moist - 3 to 5 inches
Green/Cold - 10° to 49° F	||| Dry - 0 to 2 inches
Blue/Frigid - -30° to 9° F	

After the keys have been placed on each map, have students to consider only their summer maps. Tell them to place them on top of their desks, and consult the text or other source for a climograph for Canada and Latin America. Ask them to note the temperatures for all countries and use crayons or colored markers to color each country according to the key for temperature ranges on their maps. Then tell them to follow the same process for their fall, winter, and spring maps.

To determine precipitation ranges for the four seasons, have students find in their texts or other sources the precipitation ranges for Canada and Latin America and record these on their maps.

When the project is complete, ask students if a given country remained the same color for each season and if precipitation was the same for each country and each season.

SOCIAL STUDIES
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AREA: UNDERSTANDING THE RELATIONSHIP OF TIME TO HUMAN LIFE IN CANADA AND LATIN AMERICA.

OUTCOMES: 5. Name the time zones of Canada.
6. Name the time zones of the Latin American countries.

NOTES FOR THE TEACHER

The fact that time zones are determined by the angle of the sun's rays is not easily comprehended by young children. Be sure that all students have mastered previous concepts related to the equator, the prime meridian, etc., before teaching this new concept. A good globe and the idea that the sun doesn't shine equally on all parts of the earth are essential to the attainment of this concept.

ACTIVITY - OUTCOMES 5 and 6

Ask students if they have watched television after dark when a baseball game was played in an area where the sun was still shining. Ask them if they have listened to a radio announcer who gave the time that was one hour either ahead or behind their local time.

Use the textbook or other sources to show the various time zones of the earth. Be sure that the source gives east, west, north, and south directions. Have students count the 24 different time zones on a globe. (Remind them that 24 hours make one day.) Then have them note the time zones that cover the Western hemisphere. Have them note that the time zones are (from east to west): Newfoundland, Atlantic, Eastern, Central, Mountain, Pacific, Yukon, Alaskan, and Bering standard time. Write these time zones on the chalkboard. Show students that Meridian lines separate the 24 time zones.

Give students outline maps and have them label the countries and time zones according to their map sources. Allow each student to use the index finger to follow the meridian lines from the North Pole to the South Pole, noting all large cities that fall between any two meridian lines or time zones.

ACTIVITY - OUTCOMES 5 and 6 (Cont'd)

Have them find Birmingham (Alabama's largest city) and note the time zone. Then have them find the following cities on their maps and record the time zones into which each city falls.

Atlanta	St. Louis	Fairbanks	Honolulu
Lima, Peru	New York	Rio de Janeiro	Nome
Los Angeles	Toronto	Mexico City	Santiago
Montreal	Winnipeg	Edmonton	Chicago

Have them note that some cities in Canada, the United States, and Latin America share some of the same time zones. Suggest that students keep their completed maps for future related activities.

SOCIAL STUDIES
GRADE 6

AREA: UNDERSTANDING THE RELATIONSHIP OF TIME TO HUMAN LIFE IN CANADA AND LATIN AMERICA

OUTCOME: 7. **Compute the difference in clock time from a given point in Canada to a given point in a Latin American country that is in a different time zone.**

NOTES FOR THE TEACHER

Students need to understand that the Prime Meridian is the starting or reference point for all other meridians and time zones. They should know that when traveling west, clock time gets earlier and that the opposite is true when traveling toward the east. A special note is that some cities, while in one time zone, may prefer to use another time zone for the purpose of convenience.

ACTIVITY

Give cardboard clock faces to at least ten different students. Allow each student to represent a different time zone of the Western Hemisphere. Have students with clock faces stand in a line in front of the class. Have the student on the left of the seated students set his clock at 12:00 midnight (P.M.) and wear a label that says, "International Date Line." The next student should set his clock at 1:00 A.M. and wear the label of "Bering Standard Time." Continue this until each standing student has appropriately set his clock and wears an appropriate label that names his time zone.

Then use the time zone map completed in the previous activity (Outcome 6) to identify a large city for each of the time zones of the Western Hemisphere. Have students note that starting with the International Date Line and traveling eastward or to the seated students' right, the clock's time becomes later. The reverse is true when traveling westward or to their left. Suggest to students that, "We will now consider some time problems when traveling from one time zone to another."

ACTIVITY (Cont'd)

Now have someone seated to observe the second clock face (on his left) which shows 1:00 A.M. and the seventh clockface which shows 7:00 A.M. and compute the difference between the two clocks which represent two different time zones. The student should observe that (counting the 1:00 A.M. time clock) there are six clock faces or six hours between 1:00 A.M. and 7:00 A.M. Have students observe that seven minus one also equals six (7 - 1 = 6). Tell them that while this is a good method to use, it will only work when the time closest to the International Date Line is subtracted from the one that is the greater distance from the International Date Line. Tell them that this process may be used whether traveling from east to west or east but only to find the difference between two time zones.

To complete the activity put the following chart on the chalkboard and ask students to use their "time-zone" maps to compute the answers:

City	Time Zone	City	Time Zone	Hours Difference
Honolulu	Alaskan	New York	Eastern	5 hours
Honolulu	Alaskan	Edmonton	Mountain	_____
Los Angeles	Pacific	Rio de Janeiro	New Foundland	_____
Chicago	Central	Buenos Aries	New Foundland	_____
Vancouver	Pacific	Caracus	Atlantic	_____
Mexico City	Central	Nome	Alaskan	_____

After checking the work of each student, tell them to keep their work for future related activities.

SOCIAL STUDIES
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AREA: UNDERSTANDING THE RELATIONSHIP OF TIME TO HUMAN LIFE IN CANADA AND LATIN AMERICA

OUTCOME: 8. Compute time problems involving travel from one time zone to another.

NOTES FOR THE TEACHER

Students should have no real problems understanding this outcome if they have mastered the previous, related outcomes in sequence. Have them imagine they are about to take a trip to or near one of the cities mentioned in the time zones identified in Outcome 7.

Tell them that most travelers first determine the time difference (number of clock hours) and set their watches to the new or different time zone before leaving for their destination. The watch may be reset to your time when leaving the other time zone. When traveling across two or more time zones it may be necessary to reset the watch several times to appropriately reflect the time in the target time zones. The real problem for most people is that of deciding whether the watch or clock should be set back or forward. A good "rule of the thumb" is:

When traveling from west to east we set the clock forward.
When traveling from east to west we set the clock back.
When traveling from west to east across the International Date Line, we gain a day (or several hours).
When traveling from west to east across the International Date Line, we lose a day (or several hours).

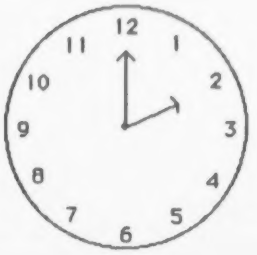
ACTIVITY

Using information from the previously completed activities (time zone chart and time zone map) have students note the number of hours of difference between one city and another. Then have them determine whether they will travel east or west and set their watches accordingly. Emphasize that while the number of hours of difference between two cities remains the same, the direction of travel will determine if the watch will be set up or back.

ACTIVITY (Cont'd)

Then have each student demonstrate understanding by choosing one pair of cities and telling the appropriate clock time for each city.

Honolulu



Alaskan Time
2:00 P.M.

Leave Honolulu and travel east to New York City. Add 5 hours to clock.

New York City

Eastern Time
7:00 P.M.

Students should reason that 2:00 P.M. in Honolulu equals 7:00 P.M. in New York City, or 7:00 P.M. in New York equals 2:00 P.M. in Honolulu.

Then have students work several time problems such as the following:

1. You live in the central time zone where it is now 6:00 P.M. What time is it in Los Angeles where your cousin lives?

2. The TV announcer says the game will start at 8:00 P.M. in Denver. What time should you turn on your TV to see the game in Montgomery?

SOCIAL STUDIES
GRADE 6

AREA: PHYSICAL GEOGRAPHY OF CANADA AND LATIN AMERICA

OUTCOMES:
1. Define physical features of the earth (mountains, plains, rivers, oceans, and seas) by stating major characteristics of each.
2. Name major mountains, plateaus, rivers, oceans, and seas of Latin America and Canada, and locate them on a map.
4. Identify specific locations in Canada and Latin America where erosion can be a problem.
13. Tell how mountains, rivers, and other land forms affect:
    (a) transportation of people and goods in Canada and Latin America.
    (b) communication in Canada and Latin America.

NOTES FOR THE TEACHER

Learning the names and locations of various geographical features of Canada and Latin America requires more than memorizing terms in books. Activities involving different types of maps will acquaint students with the major features.

Ideas are presented in Activities 1 and 2. Exact content and procedures will differ in each classroom, depending upon teacher and student characteristics.

ACTIVITY 1 - OUTCOMES 1, 2, and 4

Provide textbooks and other reference material that contain maps and descriptions of the physical geography of Canada, Mexico, Central America, and South America. Instruct students to examine the maps and to scan the written material. Have students write the names of any major mountains, plains, plateaus, rivers, oceans, seas, and geographical regions found in Canada and Latin America.

When students have completed individual work, begin to prepare for compiling a group list of geographical terms. Make sure that all students can see maps of Canada, Mexico, Central America, and South America. Classroom-sized maps of these countries should be displayed in the room. If possible, students should be able to consult smaller maps at their desks.

ACTIVITY 1 - OUTCOMES 1, 2, and 4 (Cont'd)

Compile a classroom list of the terms. Write the terms in random order on the chalkboard. Each time a student provides a name of a geographical feature, make certain that it is located on the appropriate classroom map. Be sure to include a discussion of specific locations in Canada and Latin America where erosion can be a problem. Chalkboard lists should resemble the ones below.

Lake Superior	Strait of Magellan	Pacific Ocean
Lake Huron	Guiana Highlands	Atlantic Ocean
Lake Erie	Panama Canal	Caribbean Sea
Lake Ontario	Yucatan Peninsula	Arctic Ocean
Lake Maracaibo	Andes	Hudson Bay
Lake Nicaragua	Laurentian Highlands	Gulf of Panama
Amazon River	Appalachian Region	Gulf of Honduras
Orinoco River	Coast Ranges	Gulf of California
Parana River	Sierra Madre Occidental	Atacama Desert
Rio Grande	Sierra Madre Oriental	St. Lawrence River

ACTIVITY 1 - OUTCOMES 1, 2, and 4 (Cont'd)

When the chalkboard has been filled with these names, give the students another independent assignment. Have them list the names in four columns, according to the territory to which the names apply. Note that some names (Pacific Ocean) may be found in more than one column. Student papers should resemble the following:

Canada	Mexico	Central America	South America
Arctic Ocean	Gulf of Mexico	Caribbean Sea	Pacific Ocean
Pacific Ocean	Pacific Ocean	Pacific Ocean	Atlantic Ocean
Hudson Bay	Sierra Madre Oriental	Gulf of Honduras	Caribbean Sea
Atlantic Ocean	Sierra Madre Occidental	Lake Nicaragua	Amazon River
Lake Superior	Yucatan Peninsula	Panama Canal	Atacama Desert
Lake Huron	Rio Grande	Gulf of Panama	Andes Mountains
Lake Erie	Gulf of California		Guiana Highlands
Lake Ontario			Orinoco River
Rocky Mountains			Parana River
Laurentian Highlands			Paraguay River
Yukon River			Brazilian Highlands
Frazer River			Lake Maracaibo
Mackenzie River			Mato Grosso Plateau
Great Bear Lake			Strait of Magellan
Great Slave Lake			
Peace River			
Athabasca River			
Lake Athabasca			
Lake Winnipeg			
St. Lawrence River			
Appalachian Region			
Canadian Shield			
Canadian Plains			
Coast Ranges			

ACTIVITY 2 - OUTCOMES 1, 2, 4, and 13

Divide the class into four groups. Instruct each group to construct a map of Canada, Mexico, Central America, or South America. Students can use paper mache or modeling clay to show various land forms on a hard surface. Or, felt strips can be cut into various shapes (mountains, hills, plateaus, rivers). These shapes could be arranged to show differences in terrain. Thumb tacks can be used to represent cities.

When the maps are completed, students can point to and name major rivers, mountains, lakes, valleys, and cities. Discussion should focus on the advantages and disadvantages for transportation and communication in cities that are located near mountains, rivers, oceans and other land forms.

SOCIAL STUDIES
GRADE 6

AREA: PHYSICAL GEOGRAPHY OF CANADA AND LATIN AMERICA

OUTCOMES:
2. Name major mountains, plateaus, rivers, oceans, and seas of Latin American and Canada and locate them on a map.
7. Describe the climate of Latin America.
8. Describe the climate of Canada.

NOTES FOR THE TEACHER

To allow for a wider choice of countries, these activities should be done at the completion of the study of all Latin American countries and again at the completion of a study of Canada. Textbook and library resources should be used.

ACTIVITY 1 - OUTCOMES 2, 7, and 8

Give each student a 5" x 8" index card. Tell them they have won a trip to the Latin American country or Canadian Province of their choice. While visiting, they are to write a postcard to a friend describing the physical characteristics and climate of the country or province, but they are not to reveal the name of the country or province.

On the back of the same card have students list a given number of facts about the same country or province (foods, minerals, dress, exports, animals, people, etc.).

Have a student read his/her postcard, letting classmates guess the country being visited. If no one gets the correct answer, the student will begin reading the fact list, stopping after each one. The student who correctly names the country will become the next reader.

ACTIVITY 1 - OUTCOMES 2, 7, and 8 (Cont'd)

EXAMPLE OF POSTCARD:

Side one: Yesterday we crossed the Rio Grande River. In this country it almost never rains. Did you know the Sierras have an Eastern and a Western Range? We went swimming in the Gulf of Mexico.

Side two:
1. tortilla
2. adobe
3. Benito Juarez
4. pi`nata
5. peso

ACTIVITY 2 - OUTCOMES 2, 7, and 8

Have students plan a summer vacation for their family. The vacation is to last one week and should be in a region of Canada or Latin America that attracts the student most. Instruct students to plan the trip so that their families can enjoy the physical geography, climate, and other special attractions of the area.

Encourage students to restrict their visits to regions small enough to see in one week. Suggest that textbooks be consulted. Recommend that students collect information from travel agencies in the area.

Tell students that they will present their plans in reports to the class. Inform students that their presentations should contain both oral and visual information and include items similar to the following:

1. Date of trip
2. Description of anticipated climate and appropriate clothing
3. Day-by-day itineraries
4. Sites to be visited
5. Modes of transportation
6. Pictures of sites to be seen

SOCIAL STUDIES
GRADE 6

AREA: PHYSICAL GEOGRAPHY OF CANADA AND LATIN AMERICA

OUTCOMES:
3. Define "erosion."
5. Define "natural environment."
6. Name components of the natural environment.
9. Define the term "pollution."

NOTES FOR THE TEACHER

Activities 1, 2, 3, and 4 are designed to follow each other. Definitions of erosion and pollution might best be understood in the context of discussions concerning the natural environment.

Activities 1, 2, 3, and 4 make no reference to Latin America and Canada. Teachers should judge when they might best be taught. Efforts should be made, however, to see that terms introduced in the following three activities are used throughout the year when the context is applicable.

ACTIVITY 1 - OUTCOMES 5 and 6

Explain to students that the way human beings and animals live depends in part upon their natural environment. Have students locate and cut out magazine pictures of animals in their natural environments. Instruct students to look for pictures that show animals surrounded by the things that come directly from nature such as land forms, climate, and natural vegetation.

Discussion should center upon components of the natural environment. Ask students to describe the pictures they find, e.g., squirrels in trees, fish in water, and beavers building dams. Ask questions that bring about an awareness of the relationship between the natural environment and the way animals live. Use vocabulary that describes the types of natural vegetation (forests, deserts, grasslands, steppes, prairies, and tundra).

Discussion of pictures should also include questions that bring about an awareness of the factors that influence climate (latitude, elevation, nearness to ocean currents, and rainfall). Pictures might inspire question such as: "In which latitude zone might this picture have been taken? Why?" or "What can you infer about the rainfall in this area? Why?"

ACTIVITY 2 - OUTCOMES 5 and 6

Divide the class into two groups. Instruct one group to look for and cut out magazine pictures of various natural environments (scenes near the sea, in tropical rain forests, in deserts, on grassy plains, and under the ocean). Instruct the other groups to find pictures of animals and people.

Point out that animals depend upon the environment for their food. Indicate that what people eat, how they make a living, the clothes they wear, and the kinds of houses they live in are all affected by their natural environment.

Have group one and group two attempt to match the animals and people to the environments. Ask the students if they think a certain animal will be comfortable in a particular environment. Have them give reasons why or why not. Ask whether or not food would be obtainable from the surroundings. Ask what kind of predators the animal could expect to encounter.

Attempt to find pictures that point out the ways in which human beings are affected by their environment. Ask questions such as the following: "Do you think this person could survive in this territory?" "What kinds of problems would this person encounter in this vast desert?" "How would the person adjust to the environment?"

ACTIVITY 3 - OUTCOME 6

Give students handouts containing content similar to that which follows. Tell them to put a " /" by those items that are a part of the <u>natural</u> environment and an "X" by those that are not a part of the <u>natural</u> environment:

1. oceans, rivers, lakes
2. automobiles, boats, airplanes
3. hammers, nails, screwdrivers
4. trees, grass, flowers
5. wind, rain, snow
6. books, paper, crayons
7. hills, valleys, mountains
8. fish, birds, horses
9. machines, factories, mills
10. frogs, spiders, snakes

Have students make up items similar to those above to exchange with their classmates.

ACTIVITY 4 - OUTCOMES 3 and 9

Explain to students that human beings can either help to protect or help to destroy the natural environment. Define erosion as the wearing away of the earth's surface by wind, running water, waves, or ice. Find pictures among those collected for Activities 1 and 2 that illustrate potential trouble spots for erosion.

Conduct a classroom demonstration to illustrate the process of erosion. Use a large baking sheet. Put a cup of sand in its center. Pour water over the sand and watch it waste away. Have students blow the sand to illustrate how wind can cause erosion.

Replace the sand with flour. Repeat the procedures that were used on the sand. Explain that certain soils tend to be more resistant to wind and water erosion.

Replace the flour with modeling clay. Use an electric fan to blow strongly over the clay. Explain that some soil types are almost totally resistant to wind erosion. Pour water over the clay to show that certain soil types are highly resistant to water.

Give examples of ways that human beings can either contribute to erosion problems or help to prevent them.

Introduce "pollution" as another example of the ways that humans disturb the natural environment. Define pollution as the process by which the earth's soil, water, and air are made unclean and/or unsafe by putting waste materials into them. Have students report on types of pollution that they have observed, read about, or heard about.

AREA: PHYSICAL GEOGRAPHY OF CANADA AND LATIN AMERICA

OUTCOMES:
10. **Identify specific locations in Canada and Latin America where pollution can be a problem.**
11. **List ways that man misuses the land. Give examples in Canada and Latin America.**
12. **List ways that man destroys the homes and habitats of animals. Give examples in Canada and Latin America.**

NOTES FOR THE TEACHER

Review content from previous activities emphasizing that the natural environment is composed of all of the things around us that come directly from nature. Climate, landforms, and natural vegetation are the major components of the natural environment. Learners should have the understanding that components of the natural environment will affect the food supply, clothing, and shelter of human beings and that people may or may not use the existing natural environment in intelligent ways to support current and/or future life.

ACTIVITY 1 - OUTCOME 10

Ask students where pollution comes from. Use the chalkboard to record all acceptable answers (automobiles, exhaust, factory smoke, chemicals).

Ask students to describe any first-hand experiences that they have had with pollution. Encourage them to give details related to the type of pollution, location of the problem, and reasons for the pollution. Summarize the findings in a chart similar to the following:

Location	Type of Pollution	Reasons for Pollution
Elevator at Courthouse	Air	Smokers
New York City traffic jam	Noise	Angry drivers
Chesapeake Bay	Chemicals/water	Oil spill from tanker

ACTIVITY 1 - OUTCOME 10 (Cont'd)

Have students look at maps of Canada, Mexico, Central America, and/or South America. Have students name specific locations where they believe pollution could be a problem. Ask students to name the specific type of pollution that might occur in a given location and the reasons that the area might be a potential pollution problem. Accept answers that can be supported by reason. An example would be that Mexico City might suffer from air pollution from the exhausts of the many cars found in this heavily populated city.

ACTIVITY 2 - OUTCOMES 10 and 11

Have students examine land use maps of Canada and Latin America. Review the ways that land is misused in Canada, Mexico, Central America, the West Indies, and South America, e.g., over-population, mining, over-cutting of timber. Have students name specific locations in Canada and Latin America where land might be misused. For example, students might suggest that farmers in Saskatchewan, the breadbasket of Canada, could exhaust the soil of its nutrients if they did not practice crop rotation.

Following a discussion of potential land use problems in Canada and Latin America, have students search for actual land use problems. Ask the librarian for copies of magazines such as Ranger Rick's Nature Magazine and National Geographic World. Have students scan these magazines for articles related to land misuse and pollution. When articles of this type are located, ask if any of the articles refer particularly to Canada or Latin America.

ACTIVITY 3 - OUTCOME 12

Refer to literature and commercials about "Smokey the Bear." Ask the learners what is meant by the statement "Only you can prevent forest fires." Explore other questions such as: How do fires harm Smokey and other animals? Are there ways other than fire that man destroys the homes of animals?

Make a list of the ways that man destroys the homes and habitats of animals. Call attention to the terrain of Canada and Latin America. Ask questions similar to the following: Could fire, mining, and pollution help destroy the homes of animals in the countries of Canada and Latin America? Where? How? Why? What precautions can be taken so that these habitats are not destroyed?

SOCIAL STUDIES
GRADE 6

AREA: PHYSICAL GEOGRAPHY OF CANADA AND LATIN AMERICA

OUTCOMES: 14. List ways in which the population of cities and rural areas of Canada depends on many factors.
15. List ways in which the population of cities and rural areas of Latin America depends on many factors.

NOTES FOR THE TEACHER

The following activity asks students to make observations about the relationship between the distribution of population and factors such as climate, natural resources, transportation, and agriculture. The method of study is careful examination of various types of maps. The activity is described using Canada as an example. The same process, however, can be applied to a study of the population distribution of Mexico, Latin America, the West Indies, and South America.

ACTIVITY - OUTCOMES 14 and 15

Have students flip through textbook and other resource material. Instruct students to place a marker on each page where there is a map of Canada. For each map, ask students to look for the title of the map, the kinds of information provided in the map, and the vocabulary associated with each type of map.

Choose one type of map for classroom illustration. A political map of Canada should be easy to find. Examine the map with the entire class. Illustrate what is meant by title of the map, information provided, and vocabulary associated with the map. Summarize this information regarding the political map of Canada in chart form. The chart would look similar to the following:

Title	Types of Information	Vocabulary
Canada: Political	Names of provinces	Province
	Names of territories	Territory
	Names of neighboring territories	Capital
	Names of major cities	National capital
	Names of provincial or territory capital	Ocean
	Name of national capital	Sea
	Names of major bodies of water	Bay
		River

ACTIVITY - OUTCOMES 14 and 15 (Cont'd)

Name a second type of map that can be found in all student textbooks and/or resource material. (A map of resources could serve this purpose.) Have students work independently to complete a chart similar to the following:

Title of Map	Types of Information	Vocabulary
Canada: Resources	Divisions between provinces and territories Names of major cities Canada, neighboring territory, and bodies of water shown in three colors Location of resources in Canada	Resources Asbestos Ore Natural gas Nickel Uranium Forest products

When students have finished their independent work, compile the results on the chalkboard. Discuss student contributions until it is clear that students know how to make use of various types of maps.

Ask students to list specific examples of ways in which the populations of cities and rural areas of Canada are related to factors such as climate, natural resources, transportation, and agriculture. Explain that students are to use the maps in their textbooks and resource material to draw their conclusions. As an example, point out that the two maps of Canada already examined indicate that the largest cities in Canada are located in or near major bodies of water. Ask students why this might occur. Students could also observe that the areas closest to the North Pole (Yukon Territory and Northwest Territories) have relatively few resources. Again, ask students to verbalize the relationship between severe climate and relatively sparse population.

Give students sufficient time to work on their own or in pairs. Encourage them to find maps related to climate, vegetation, precipitation, minerals, population, land use, products, transportation, and elevation. Following individual work ask students to summarize their findings. Encourage students to make precise statements about the apparent relationship between population and factors such as climate, natural resources, transportation, and agriculture.

The same kind of activity can be carried out for Mexico, Central America, the West Indies, and South America.

SOCIAL STUDIES
GRADE 6

AREA: CUSTOMS, TRADITIONS, AND BEHAVIORS OF PEOPLE IN CANADA AND LATIN AMERICA

OUTCOMES:
1. Compare the customs, traditions, language, technology, occupations, economic conditions, and educational standards in two Latin American countries.
2. Compare the customs, traditions, language, technology, occupations, economic conditions, and educational standards in two Canadian provinces.

NOTES FOR THE TEACHER

This activity provides a good opportunity for library work. The teacher may select the countries to be compared or let the students do so.

ACTIVITY 1 - OUTCOME 1

Have the students select two Latin American countries that they will compare. To record the comparisons, each student will draw a circle and write the name of one of the countries inside. Next, each student will draw seven lines from the circle and label the lines as follows: customs, traditions, language, technology, occupations, economic conditions, and education. At the end of each line the student will write the correct information about that country. The same procedure should be followed for the second country.

ACTIVITY 2 - OUTCOME 1

After the charts have been finished, the students may give oral presentations. If the teacher has selected the same two countries for each student, he/she may draw the charts on the chalkboard and complete them as the students supply the information. A discussion of the comparisons should them follow.

ACTIVITY 3 and 4 - OUTCOME 2

The procedure for these activities is the same as activities 1 and 2 except two Canadian provinces are compared.

SOCIAL STUDIES
GRADE 6

AREA: CUSTOMS, TRADITIONS, AND BEHAVIORS OF PEOPLE IN CANADA AND LATIN AMERICA

OUTCOME: 3. Relate an individual to a specific social structure and tell how that structure can influence his beliefs and behaviors.

NOTES FOR THE TEACHER

Have the students understand that all human beings are products of customs, traditions and behaviors (culture). Explain that the things people do, say, and believe are related to the beliefs and behavior expressed by their parents and other ancestors. Explain to students that people in different countries have different habits and beliefs. Explain further that people in the relatively newer countries, provinces, or colonies brought over the customs and traditions of the "mother" country; therefore, an individual whose mother country was Spain would probably speak Spanish and belong to the Catholic church. Remind students that several European countries claimed new colonies, countries and territories in Canada and Latin America. Today, the European influence can be seen in the customs and traditions of these countries and provinces.

ACTIVITY

Divide the class into four groups. Have two groups choose one country each in Latin America. Have the other two groups choose one province each in Canada. Instruct the groups to search their textbooks, library reference materials, and magazines for information related to the suggested topics. Share information for each country/province through group reports. Encourage students to cut pictures from old magazines that illustrate points covered in their reports.

ACTIVITY (Cont'd)

TOPICS TO INCLUDE IN REPORTS

Name of Country/Province
Geographic Location of Country/Province
Name of Mother Country
Dominant Language Spoken
Description of Buildings/Other Shelters
Roles of Family Members
Common Dress
Common Occupations
Holidays Celebrated
Common Foods

After each presentation, have students discuss how the influence of the mother country is seen in that country. Emphasize the ways that the culture of the mother country influences the social structure. Give examples that show how the social structure influences the beliefs and behaviors of certain individuals in that country.

SOCIAL STUDIES
GRADE 6

AREA: CUSTOMS, TRADITIONS, AND BEHAVIORS OF PEOPLE IN CANADA AND LATIN AMERICA

OUTCOMES:
4. List individuals and/or groups in Latin America who have made significant contributions in the areas of architecture, philosophy, art, literature, science, mathematics, or medicine.
5. List individuals and/or groups in Canada who have made significant contributions in the areas of architecture, philosophy, art, literature, science, mathematics, or medicine.

NOTES FOR THE TEACHER

The outcomes listed above are broad in scope. It is suggested that an activity related to these outcomes should follow the study of each major country/province of Latin America and Canada. Or, if this becomes too tedious, an activity related to these outcomes should follow a study of groups of countries and provinces that have many customs, traditions, and behaviors in common (for example, Quebec and Ontario).

Teachers should develop a study guide to help students determine the groups and/or individuals that have made significant contributions to the culture of any country or province. That study guide could be distributed to students at intervals throughout the year, following a study of a specific country/province or group of countries or provinces. A study guide might resemble the following:

A STUDY OF _____

ASPECTS OF CULTURE	GROUPS CONTRIBUTING TO CULTURE
Architecture	
Philosophy	
Art	
Literature	
Music	
Language	
Religion	
Community Life	
Science	
Mathematics	
Medicine	

NOTES FOR THE TEACHER (Cont'd)

Teachers can vary the ways that they ask students to gather the information to complete the study guide. Sometimes the class can work as a group. Other times, small groups may gather the information. On other occasions, teachers may want individuals or pairs of students to carry out the research.

On an on-going basis, be sure to point out that the United States got most of its customs, traditions, and behaviors, from England, France, Spain, and Italy. Likewise, other countries are greatly influenced by European countries, Asian and African ancestors, and Native Indian groups.

ACTIVITY - OUTCOMES 4 and 5

In the description that follows, Mexico is used as an example. Teachers should remember that a similar activity should follow the study of other countries and provinces. Moreover, variations similar to those mentioned in the NOTES FOR THE TEACHER are encouraged.

Phase 1: Following a study of Mexico, put a chart similar to the one that follows in a location visible to all students. Ask students to scan the section in their textbooks related to Mexico and to offer information to complete the chart. Record student contributions on the chart. At the end of a class period, the chart may resemble the following:

A STUDY OF MEXICO

ASPECTS OF CULTURE	GROUPS CONTRIBUTING TO CULTURE					
Architecture	Aztec:	Plaza of three cultures (Mexico City)				
Philosophy						
Art	Aztec:	stone temples, stone sculptures, Toltec statue at Museum of Anthropology, ruins beside subway stops	Maya:	wall pictures, murals, temple on beach in Cancun	Spain:	murals in churches

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ACTIVITY - OUTCOMES 4 and 5 (Cont'd)

Phase 1: (Cont'd)

A STUDY OF MEXICO

ASPECTS OF CULTURE	GROUPS CONTRIBUTING TO CULTURE		
Literature			
Music	Spain: Frequent use of guitars	Indian: folk songs, use of flutes,	Vaqueros: music reflects moods of cowhands
Language	Spain: Spanish	Indians:	
Religion	Spain: largely Catholic		
Community Life	Spain: Plaza center of community life	Mayan: Market places in the rural areas	
Science			
Mathematics			
Medicine			

Phase 2: If gaps are apparent in the study guide following a study of textbook materials, then students should be assigned further research. As an example, if classroom study of the textbook yields no information regarding the contributions of Mexican groups or individuals to philosophy, science, mathematics and medicine, then these topics can be assigned for further study. Library reference material may need to be consulted.

SOCIAL STUDIES
GRADE 6

AREA: CUSTOMS, TRADITIONS, AND BEHAVIORS OF PEOPLE IN CANADA AND LATIN AMERICA

OUTCOMES: 6. Tell why the French language is dominant in the Canadian province of Quebec.
7. Tell why Spanish is the dominant language in Latin America.

NOTES FOR THE TEACHER

Throughout a study of the customs, traditions, and behaviors of Latin America and Canada, emphasize that the influence of the mother country is easily seen and will influence the behaviors of the individuals who reside there. Help students understand that several languages may be spoken in one country. Most countries, however, recognize only one language as the official or dominant language of the country.

When studying portions of the textbook related to the histories of Quebec and Latin America (Early Americans, Exploration, Settlements, Colonization, Independence) collect proper names and terminology associated with the period of history. Examples are:

conquistador - Spanish word for conqueror
viceroy - a person who ruled a Spanish colony in the name of a monarch
Quebec - the capital of New France
Marquis de Montcalm - a general who led the French in the battle for Quebec

NOTES FOR THE TEACHER (Cont´d)

A beginning collection might contain many of the words listed below.

1. Champlain
2. Cartier
3. France
4. Quebec
5. Gulf of St. Lawrence
6. Roman Catholic Church
7. Montreal
8. St. Lawrence River
9. Kanata´
10. Mont Real
11. Spain
12. La´Chine Rapids
13. Fleur-de´-lis (flag of France)
14. Columbus
15. Balboa
16. Magellan
17. Cortez
18. Pizarro
19. galleons
20. Vespuici
21. Father Hidalgo
22. Viceroy
23. Viceroyalty
24. Northwest Passage
25. New France
26. "Father of Canada"
27. Joliet
28. Father Marquette
29. New Spain
30. Conquistadors

With a collection of vocabulary words similar to those described above, the two activities can be carried out in classrooms throughout the year. Point out to students which of the words are French and Spanish words. Vary the activities in a manner that helps students understand why French and Spanish are the dominant languages in Quebec and Latin America respectively.

ACTIVITY 1 - OUTCOMES 6 and 7

WORD BASKETBALL

Place all collected vocabulary words into a container. Divide the class into two teams. The first player on team one says: "I wish to try for ____ (one, two, three, four ...) points." The teacher then draws at random from the container the same number of words (one, two, three, four ...) as the number of points that the student is trying to earn. For example, suppose the student wanted to try to earn two points, and the teacher drew the words "Marquis de Montcalm" and "Balboa" from the container. To earn the two points, the student must make one complete sentence that is a true statement and that contains both words. A statement that could earn two points, for example, is: "Marquis de Montcalm and Balboa probably never met each other, since Montcalm was in Quebec and Balboa explored Central America." If the student makes one complete sentence that is true and that contains the words pulled by the teacher, then the appropriate number of points is awarded that team. If the statement is not true, or if the student makes a sentence that contains only a portion of the chosen word(s), then no points are awarded.

The game continues with players taking turns alternately from team one and team two.

ACTIVITY 2 - OUTCOMES 6 and 7

MATCH GAME

Distribute one word from the container described in Activity 1 to each student in the classroom. Instruct the students not to let anyone else see the word given to him/her. Begin with a student volunteer. That person will call on three students to stand and show their words to the class. The volunteer student will then decide if the three words do or do <u>not</u> match. (For a match, all three terms must pertain to either Canada or Latin America.) If the volunteer student says they do not match, the volunteer will sit down. If the volunteer student says "MATCH", then he/she must correctly identify all three terms and explain what they mean. The volunteer student may continue to volunteer as long as matches are made and correctly identified.

SOCIAL STUDIES
GRADE 6

AREA: ECONOMIC SYSTEMS IN CANADA AND LATIN AMERICA

OUTCOMES:
1. Compare the three major economic systems.
2. Describe and compare the economic systems of a Canadian province and a Latin American country.
3. Identify similarities and differences between Canadian and Latin American economic systems.

NOTES FOR THE TEACHER

The five activities that follow should be carried out in the order that they are presented. Activities 1, 2, and 3 introduce students to economic terminology. In Activities 4 and 5 comparisons are made between the Canadian and Latin American economies. In both activities Canada and Latin America are handled in the same activity. An alternative to studying the economies of Canada and Latin America simultaneously would be to carry out each activity in two sessions. One session would take place after the completion of a study of Canada and would include those topics related to Canada. The second session would take place after the completion of a study of Latin America and would include those topics related to Latin America.

ACTIVITY 1 - OUTCOMES 1, 2, and 3

A discussion/lecture activity can provide background information needed for any work related to economic systems in Canada and Latin America. Begin by asking students to name any terms which come to their minds when the word "economics" is mentioned. Write these terms on the chalkboard. Students will provide vocabulary similar to the following:

production	distribution	human resources
goods	products	labor
services	resources	market
socialist	capital	consumers
communist	money	free enterprise
capitalistic	natural resources	supply
demand	inflation	cost

ACTIVITY 1 - OUTCOMES 1, 2, and 3 (Cont'd)

Distribute dictionaries and other appropriate resource information. Tell students to write a definition of "economics" that makes sense to them. These definitions can vary from one or two sentences to a paragraph. Explain that the definitions or descriptions of "economics" should contain only words that the students understand. Inform students that they may need to consult the dictionary for definitions of several of the terms on the chalkboard. Remind students to use their own words in explaining the meaning of "economics."

Have students share their findings in oral reports to their classmates. During these reports make use of probes such as: "What is the difference between goods and services?" or "Give us an example of a service." The intent of the sharing session is to clarify the meaning of economics and to become familiar with some of the vocabulary associated with this field of study.

In conclusion, provide students with a written summary of the discussion. The details of this summary will vary, depending on the sophistication of the students and expectations of the teacher. Summaries should include content similar to the following:

I. DEFINITIONS OF ECONOMICS

A study of how people produce, distribute, and consume goods and services

A study of how people make, buy, and sell products and services

A study of how people use the available resources to satisfy needs and wants

A study of how resources are used to fulfill peoples' needs related to goods and services

II. GOODS AND SERVICES

Economics deals with the types of goods that are produced and the types of services that are offered.

Economics deals with how goods and services are produced and consumed.

Economics describes who gets how much of each product or service.

ACTIVITY 1 - OUTCOMES 1, 2, and 3 (Cont'd)

III. FACTORS AFFECTING THE PRODUCTION OF GOODS AND SERVICES

Human Resources (labor) - People and their skills.

Natural Resources - All of the things coming from nature that affect production: forests, minerals, rivers, coal, wildlife, etc.

Capital Resources - The money, tools, machines, and other man-made goods used to make other goods or services, for example, buildings for storage, blast furnaces for making steel, a crane, etc.

ACTIVITY 2 - OUTCOME 1

Tell students that people have developed different systems for handling goods and services so that their needs and wants are fulfilled. Explain that while there are different economic systems, they all must answer three basic questions:

What will be produced?
How will it be produced?
How will the goods and services be shared among the people of the society?

Explain to students that they often hear about two major types of economic systems: Communism and Capitalism. The major difference in these two economic systems is in who makes the economic decisions. Capitalistic economies are those in which individuals are basically free from government control in determining the kinds of goods and services that will be produced and distributed. In contrast, communist economies are those in which the economic decisions are directed by the government.

Explain to students that the United States is basically a capitalistic economic system. It was the belief of the founding fathers that the government should not interfere in economic activities. They had in mind a "pure" capitalism. Over the years, however, there has been an increase in government control over the economic system. Consequently, we call the United States economy a "modified capitalism" or a "mixed" economy. Ask students to give examples of the ways that the government controls the economy in the United States. List the examples of the chalkboard. Examples provided by students may resemble the following:

ACTIVITY 2 - OUTCOME 1 (Cont'd)

Ways That The Government Controls The United States Economy

1. Provides services, such as the postal services
2. Provides goods, such as highways and bridges
3. Raises costs and prices in attempts to promote the safety and welfare of people (National Air Quality Standards Act)

ACTIVITY 3 - OUTCOME 1

Explain to students that all governmental units have some type of economic system. Tell them that it is not always easy to find the appropriate label for each type of system. In some reference materials, "Communistic" and "Socialistic" terminology is used interchangeably. In other references, Capitalistic labels are used to describe what might more accurately be described as a "Modified Capitalistic Economy" or a "Mixed Economy." In addition, tell students that the terms "capitalism" and "free enterprise" are often used interchangeably. Explain further that their textbooks describe only two basic types of economies, "command" economies and "market" economies.

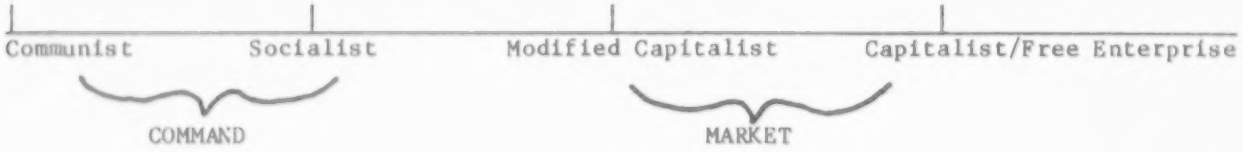
Distribute dictionaries, teacher prepared information, and other reference materials. Tell students that differences in economic systems can be determined by answering questions similar to the following:

1. Who owns the land?
2. Who determines needed goods and services?
3. Who determines prices for goods and services?
4. Who determines how goods and services will be produced?
5. Who determines who gets goods and services?

Have students scan the reference materials. For each type of economy described in their reference material, have students answer the five questions listed previously in this activity.

ACTIVITY 3 - OUTCOME 1 (Cont'd)

Decide with the class the terms that will be used to distinguish one type of economy from another. Design a drawing which indicates the way that the types of economies relate to each other along a continuum. Students can propose drawings and the class can decide which is more accurate. A drawing that can serve sixth graders in their efforts to distinguish types of economies might look similar to the following:



It is important for students to realize that there is no "pure" communist nor "pure" capitalist economy. Explain, however, that all governmental units have economies which fall along a continuum from communist to capitalist.

ACTIVITY 4 - OUTCOMES 1 and 2

Have students choose one Canadian province or Latin American country. Instruct students to describe the economy of that province or country. Provide a list of questions similar to the following to guide the students' research:

1. Who owns the land? Give specific examples.
2. What are the major natural resources?
3. What is known about the human resources?
4. Describe the capital resources available.
5. What products are especially important to the economy?
6. Who are the primary consumers of the major products?
7. Describe any barriers to economic development.
8. What type of economic system best describes the country or province?

ACTIVITY 4 - OUTCOMES 1 and 2 (Cont'd)

Have students give brief oral or written reports titled "The Economic System of _____." Summarize the reports in a table similar to the following:

Latin America Country	Type of Economy
1.	1.
2.	2.
3.	3.
4.	4.
↓	↓
20.	20.

Canadian Province	Type of Economy
1.	1.
2.	2.
3.	3.
4.	4.
↓	↓
10.	10.

ACTIVITY 5 - OUTCOME 3

When reports from Activity 4 have been summarized, it will be easier for students to compare Canadian and Latin American economic systems. Ask students to refer to their individual reports and to the class summary (Activity 4) to complete a table similar to the one that follows. The table is partially completed for illustration purposes only.

ACTIVITY 5 - OUTCOME 3 (Cont'd)

	CANADA		LATIN AMERICA	
	MAJOR FINDING	EXCEPTIONS	MAJOR FINDINGS	EXCEPTIONS
1. Who owns the land?				
2. What are the major natural resources?			oil, natural gas, forestland, mineral wealth	
3. What is known about human resources?				
4. Describe the capital resources available.	Many multinational companies			
5. What products are especially important to the economy?			lumber, steel, coffee, beef, shoes, luggage	
6. Who are the primary consumers of the major products?	Much lumber goes to U.S. Tuna goes to U. S.		Much coffee exported to U. S.	
7. Describe any barriers to economic development.			Geographic features (Andes Mountains, Amazon rain forests, deserts of Chili); fresh sources of energy need to be tapped	
8. What types of economic systems best describe ____?			Modified capitalist	Cuba (Communist)

AREA: ECONOMIC SYSTEMS IN CANADA AND LATIN AMERICA

OUTCOME: 4. Enumerate three factors that affect economic development in all countries.

NOTES FOR THE TEACHER

The activity which follows involves an in-depth study that may take several days. The time will be needed if students do the research described and if field trips are part of the investigation. In activities like the one that follows, it is easy to get carried away with the activity and fail to emphasize the purpose of the activity. Teachers should keep in mind that the activities are intended to give students a first-hand experience of the ways that natural, capital, and human resources affect economic development. Throughout the project, teachers may need to ask their students questions such as: "Now what does that tell you about the relationship between capital resources and economic development?" or "How would you describe the ways that human resources affect the operation of a factory that builds ovens?"

The activity that follows is directed toward Outcome 4. It will also provide information related to the outcomes dealing with industrialization (Outcomes 8 and 9).

ACTIVITY

Students should be given background information that indicates that a country's ability to provide goods and services to its people is based on three factors: natural resources, human resources, and capital resources. (Definitions of these terms are found in Activity 1 for Area: Economic Systems in Canada and Latin America, Outcomes 1, 2, and 3.)

Ask students to determine what would be needed to provide corn bread for a city such as the one in which they live. If carried out thoroughly, this activity will give students a good sense of the relationship between the production of goods and services and factors such as natural resources, human resources, and capital resources. The activity might best be carried out in several phases that are spread out over several days.

ACTIVITY (Cont'd)

Phase 1. Have students determine the ingredients, equipment, and labor needed to make corn bread. Students can obtain their information by reading cook books, visiting a restaurant, or interviewing a cook in their family. Have students summarize their findings in a report similar to the following:

Ingredients Needed	Equipment Needed	Labor Needed
3/4 cup flour	oven	Beat egg separately.
3 t baking powder	8" x 8" pan	Add butter and milk to egg.
2 T sugar	measuring cup	Sift flour, baking powder, sugar, and salt.
3/4 t salt	mixing bowl	Add corn meal.
3/4 cup corn meal		Pour liquid into dry ingredients. Combine with a few strokes.
3/4 cup milk		Grease pan with oil, butter, or bacon drippings.
3 T melted butter		Pour mixture into pan.
1 egg		Put pan in oven for 25 minutes.

Source: The Joy of Cooking

Phase 2. Have students determine through classroom discussion and visits to nearby factories or businesses the kinds of capital resources and human resources needed to get the ingredients for corn bread from their natural state to the grocery store. While sugar mills and grain mills may not be available to visit, a visit to a local dairy or bakery may be possible. In addition, students may consult resource material that indicates how flour, baking powder, salt, corn meal, milk, butter, and cooking utensils are made.

Consider dividing the class into small research groups. Each group is to indicate the capital and human resources needed to change an ingredient from its natural state into the form that appears in grocery stores. Have groups present their findings in visual form (posters and pictures) with accompanying oral explanations. One group for example, might include information similar to the following:

Task	Capital Resources Needed	Human Resources Needed
Get milk from cows to the grocery store.	Shelter and food for cows	Farm laborers
	Equipment for milking cows	Machine operators
	Equipment for storing milk	Delivery persons
	Materials for pasturizing milk	Marketing help
	Materials for packaging milk	Bookkeepers
	Vehicles for transporting milk	

ACTIVITY (Cont'd)

Phase 2. (Cont'd)

The emphasis in Phase 2 should be placed on the awareness that adequate capital and human resources are needed for producing any goods or services.

Phase 3. Have the same research groups determine the natural resources needed to provide the raw ingredients being studied. For example, one small group may have investigated the process of getting corn from the field to the corn meal that appears in grocery stores. That same group should list the natural resources needed to make the corn grow. Ask students to be specific about land, water, and climate requirements.

End the activity by asking students to discuss a question similar to the following: "Can you see that countries may not have the natural, capital, or human resources needed to produce certain goods and services for their people?" Ask students to illustrate their comments by referring to examples in the United States, Latin America, or Canada.

AREA: ECONOMIC SYSTEMS IN CANADA AND LATIN AMERICA

OUTCOMES:
5. Discuss the energy resources of Canada and the Latin American countries.
6. Show how shifts in energy sources in Canada and Latin America are related to dwindling or exhausted resources, high costs, or new technology.
7. Give examples in Canada and Latin America of efforts to conserve natural resources.

NOTES FOR THE TEACHER

Outcomes 5, 6, and 7 are grouped together because they relate to natural resources. Energy resources (Outcomes 5 and 6) are viewed as a special kind of natural resource.

ACTIVITY 1 - OUTCOME 5

Have students use glossaries in resource material and dictionaries to look for definitions of "energy" or "energy resources." Encourage students to rewrite definitions in their own words, so that the term is more easily understandable. Definitions might include one similar to the following:

Energy - Power to do work

Energy resources - Non-human sources that help people to work, such as animals, wind, water, coal, electricity, internal combustion engines, nuclear systems, solar systems, and oil

Energy - Internal or inherent power for doing work

In discussing student definitions, emphasize that there are both human and non-human energy sources. Indicate that people first discovered that animals could help them do work with much less human effort. Later, people discovered that wind, water, steam, electricity, and nuclear power were also non-human energy sources.

ACTIVITY 1 - OUTCOME 5 (Cont'd)

Have students review charts of natural resources in the countries and provinces of Latin America and Canada that have already been studied. Have students list any countries which have one of the non-human energy resources referred to previously. Student papers should resemble the following:

Country or Province	Source(s) of Energy
Alberta	Natural gas and oil
Ontario	Hydroelectric plant on St. Lawrence River
Mexico	Oil
Venezuela	Oil
Venezuela	Hydroelectric plant on Orinoco River
Brazil and Paraguay	Hydroelectric dam across Parana River
Columbia	Oil

Have students share their findings with the class. Instruct students to keep the lists of energy resources of the Canadian provinces and Latin American countries in their notebooks. The lists can be updated periodically as new countries and provinces are studied.

ACTIVITY 2 - OUTCOMES 6 and 7

In a class discussion, ask students to list some of the projects in Canada and Latin America that resulted in new sources of energy. Students will list projects such as the following:

1. The St. Lawrence Seaway project
2. The Alaskan Pipeline project
3. The Itaipei Dam project (Brazil and Paraguay)
4. The Hydroelectric Plant on the Orinoco River (Venezuela)

Divide the class into small groups. Assign each group one of the projects listed during the class discussion. Have each small group collect information related to the assigned project. Have the small groups report their findings in both visual and written forms. Each report should include the following:

1. name of the project;
2. countries or provinces affected;
3. description of the energy problem prior to the project;
4. details regarding the project; and
5. outcome of project on the energy problem.

ACTIVITY 2 - OUTCOMES 6 and 7 (Cont'd)

When reports are made, ask questions which cause students to focus on the resulting shifts in energy sources. For example, the teacher might ask: "Prior to the Itaipei Dam, what did Brazil and Paraguay use for energy?" Ask other questions which require students to relate the new project with conditions which brought about the project (high cost of oil imports) and with the conditions that made the project possible (modern technology).

ACTIVITY 3 - OUTCOME 7

As a review activity, assign students one province or territory in Canada. Have students review charts of natural resources in the assigned province or territory. Instruct students to scan textbooks and other resource materials for examples of efforts to conserve the area's natural resources. (It may be important to remind students that natural resources include more than just energy resources.) Have students share their findings in a class discussion. Compile the student findings in a table similar to the following:

Province/Territory	Natural Resource	Conservation Practice
Ontario, Quebec	Fish from lakes and rivers	Attempt to control acid rain
Saskatchewan	Rich soil for growing crops	Crop rotation (wheat, barley, oats, sugar beets, hay) helps keep the soil furtile.
British Columbia	Salmon	Fight pollution of streams and rivers. Build fish ladders to help salmon travel past dams and waterfalls.

The same activity can be repeated as a review activity, following the study of part of or all of the Latin American countries.

SOCIAL STUDIES
GRADE 6

AREA: ECONOMIC SYSTEMS IN CANADA AND LATIN AMERICA

OUTCOMES: 8. Define "industrialization" and name consequences of industrialization.
9. Describe the type(s) of industry located in specific Canadian provinces or Latin American countries.

NOTES FOR THE TEACHER

Activities 1, 2, and 3 complement each other. They will be most effective if they are carried out in the order that they are presented.

Activity 3 involves the identification of industries in specific locations. The example presented pertains to Canada. The activity may be more meaningful if it is carried out for smaller geographic areas. For example, instead of considering Canada as a whole, teachers may prefer to use the activity following a study of each of the following: the Maritime Provinces, the St. Lawrence Lowlands, the Great Plains, and the Western Provinces.

ACTIVITY 1 - OUTCOME 8

Have two or three volunteers find definitions for the term "industrialization" in text glossaries or dictionaries. Write these definitions on the chalkboard and ask students to paraphrase them. Students might define "industrialization" in ways similar to the following:

Industrialization - the process by which large numbers of the same or similar products are made and sold

Ask students to give names of different types of industries that they know. Students may name motion picture industry, clothing industry, steel industry, oil industry, record or recording industry, or the automobile industry.

ACTIVITY 1 - OUTCOME 8 (Cont'd)

In a group setting, have students make a list of words related to industrialization. Then have students list words that suggest the opposite of industrialization. Display both lists so that the group can see them. Lists may contain some of the terms listed below.

Words Related to Industrialization		Words Suggesting the Opposite of Industrialization	
factory	assembly line	hand tools	trade
machine	specialization	human energy	non-specialization
mass production	technology	hand labor	handmade
manufacture	non-human energy	few workers	small shops

ACTIVITY 2 - OUTCOME 8

Ask students: "What do you think is good about industrialization?" List their responses on the chalkboard. Then ask students to name some of the bad consequences of industrialization. Do not worry about parallel structure at this point. Discuss the consequences as they are offered. An example is given below:

CONSEQUENCES OF INDUSTRIALIZATION

Good	Bad
1. More products	1. Pollution
2. Greater use of non-human energy resources	2. Only people with money can invest in beginning a factory
3. Create jobs in factories	3. Assembly lines cause boredom
4. Owners of industries can become wealthier through mass production	4. Non-essential items seem like necessities (televisions, video recorders)
5. Essential items (food and clothing) can be obtained with less work	5. Exhaustion of natural resources

ACTIVITY 3 - OUTCOME 9

Provide each student with a large outline map of Canada. Have students write on designated provinces the kinds of industries found there. Instruct students to use textbooks, special purpose maps, and other resource materials. Encourage students to develop their own system of symbols for identifying the types of industries. Students' maps may resemble the one that follows.

- Fishing Industry
- Forest Products
- Oil Industry
- W - Wheat Industry
- I - Iron-related Industry (Automobile, steel)

The same kind of activity can be carried out following a study of Mexico, Central America, the West Indies, and South America.

AREA: ECONOMIC SYSTEMS IN CANADA AND LATIN AMERICA

OUTCOMES: 10. Relate inflation to economic problems in certain Latin American countries.
11. Define "inflation" and tell how it affects the value of money.

NOTES FOR THE TEACHER

Inflation involves complexities that may not be grasped by all sixth graders. Activity 1 attempts to present an inflation situation that is easily understood.

In general, inflation seems to be mentioned only occasionally in textbooks on Latin America and Canada. Consequently, a small yield may be the outcome of Activity 4.

ACTIVITY 1 - OUTCOME 11

Put the following chart on the chalkboard.

EXPENDITURES	Cost Per Week 1984	Cost Per Week 1985	Cost Per Week 1986	Cost Per Week 1987
School Supplies	$ 1.45	$ 1.55	$ 1.65	$ 1.70
School Lunch	10.00	10.50	11.00	11.25
Movie	3.25	3.25	3.50	3.50
Ballgame	1.75	2.00	2.25	2.50
Snacks	1.35	1.55	1.65	1.70
Totals	$17.80	$18.85	$20.05	$20.65

ACTIVITY 1 - OUTCOME 11 (Cont'd)

Describe to students a fictitious situation similar to the one that follows. Tell students that in 1984 a ninth grader had his allowance set at $18.50 per week. Because the student's father has not received a salary increase since that year, the student's allowance has to remain the same. However, the prices for the goods that the boy normally purchases have increased.

Through questions and discussion, bring students to the conclusion that the same amount of money will purchase less, as prices for goods and services increase. Tell students that the phenomenon described is called inflation.

ACTIVITY 2 - OUTCOME 11

Have students consult textbook glossaries and dictionaries for definitions of inflation. Be sure that students can provide definitions that are in their own words.

Ask students to consult the indexes of their textbooks and other resource materials for mention of the term "inflation." Instruct students to scan any available material for explanations of how inflation affects the value of money, prices, spending, and savings. Compile student findings on the chalkboard. Students may make contributions similar to the ones that follow.

Definitions of Inflation: An extended period of time when prices increase; an increase in the general level of prices; an overall rise in the prices of goods and services

Affect of Inflation on Prices: Prices rise

Affect on Value of Money: Money does not have as much buying power; value of money goes down

Affect on Spending: Many people cut down on spending; if wages rise as rapidly as inflation, then spending may not decrease

Affect on Savings: Some people look for investments where the interest rate will rise as rapidly as or more rapidly than the rate of inflation; some people take money from savings to meet the rising cost of living

ACTIVITY 3 - OUTCOME 11

Invite a banker or local economist to give a fifteen (15) minute talk on the subject of inflation. Encourage the students and speaker to ask questions of each other.

ACTIVITY 4 - OUTCOME 10

Have each student choose a country in Latin America. Instruct the students to read textbook material and other resource material and to look for any mention of inflation. Have students report their findings on a form similar to the one that follows.

Country:

Evidence of Inflation:

Causes of Inflation:

Student work may resemble the following:

Country: Argentina

Evidence of Inflation: At one time, the 1,000,000 peso note was worth about 22 U. S. dollars. Recently (about 1984) its value was about one (1) U. S. dollar.

Causes of Inflation: Rapid growth of industrialization has increased the demand for goods. Workers wages can't keep pace with the rate of inflation.

SOCIAL STUDIES
GRADE 6

AREA: THE IMPORTANCE OF HISTORICAL EVENTS IN CANADA AND LATIN AMERICA

OUTCOMES: 1. Describe the people and culture of Latin America before Columbus.
2. Describe the people and culture of Canada before 1492.

NOTES FOR THE TEACHER

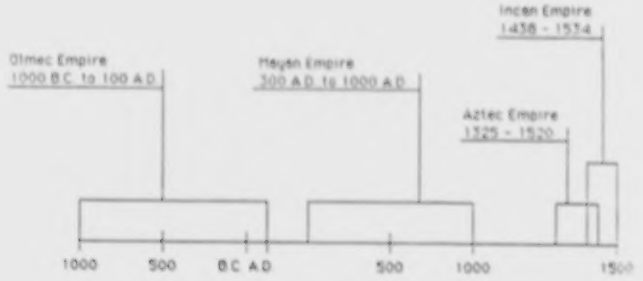
Activities 1, 2, and 3 can each be carried out twice. They can be conducted once during a study of Canada and again during a study of Latin America. On the other hand, each activity can be made to apply to both Canada and Latin America if some aspects of life in these two areas are being studied concurrently.

ACTIVITY 1 - OUTCOMES 1 and 2

Explain to students that time lines help us to see the order in which events take place. Locate examples of time lines to show students. Emphasize that time lines provide a picture of how historical events relate to each other.

Following a study of the "first" or "early" Americans (Canadian and Latin American Indian groups), ask each student to construct a time line. Specify that students should show time periods prior to 1500 when various early Indian civilizations existed in Canada and/or Latin America. Explain to students how to draw a time line to scale.

This time line activity can be completed once when Latin America is being studied and again when Canada is studied. Remind students that individual time lines may differ, since students may consult different textbooks and other resource materials. Students may submit time lines similar to the one below:



ACTIVITY 1 - OUTCOMES 1 and 2 (Cont'd)

Teachers should review all student time lines to determine whether or not the time line concept has been understood. Then, teachers can appoint a small group to develop a classroom-size time line that incorporates the best features of all individually-developed time lines.

ACTIVITY 2 - OUTCOMES 1 and 2

Textbooks generally explain that the first Americans most likely entered North America and Latin America at the Bering Strait. Moreover, textbook materials usually discuss the life of the earliest Americans (hunters or nomads) and the changes in life that resulted from the discovery of farming and the subsequent appearance of villages.

Divide the class into two groups. Have one group search textbooks and other resource materials for characteristics of the life of nomads. The second group will look for information regarding the life style of the earliest American farmers. This activity can be carried out during the study of Latin America and again during the study of Canada. Have each group summarize their findings in writing. Findings from both groups can be displayed on a classroom bulletin board or copied into student notebooks. Lists might include points similar to the ones listed below:

CHARACTERISTICS OF EARLY NOMAD LIFE

- no permanent home
- moved continuously to find food
- developed hunting tools
- provided shelter by animal skin huts

CHARACTERISTICS OF EARLY FARMING LIFE

- settled land
- stored extra food
- built special places for religious ceremonies
- made tools and utensils
- traded goods

ACTIVITY 3 - OUTCOMES 1 and 2

An understanding of the word "culture" is important to a study of early Americans and to any group. Explain to students that the term culture refers to the total way of life of a group of people. In a classroom discussion, ask students to list aspects of life (i.e., elements of culture) that help us describe how one group of people differs from another. As each element of culture is named, list it on the chalkboard. Such a list would include items similar to those that follow:

Elements of Culture

Food	Religion	Music
Clothing	Government	Customs
Shelter	Language	Tools
Family Life	Art	Leisure Activities
Architecture	Jobs	

Have each student prepare an oral report of one of the groups/clans that have been studied. Students can select from the American and Canadian Indians (Innuit, Subarctic Indians, Pacific Coast Indians, Intermountain Indians, Plains Indians, Eastern Woodlands or Indians) or from the early Latin American tribes (Olmec, Mayan, Inca, or Aztec).

Instruct students to use textbooks as their main source of information and to use a reference book such as an encyclopedia as a supplementary source. Tell students to report on as many aspects of culture as they can. Encourage students to find pictures of as many elements of the culture as they can and to include these pictures in their oral presentations. Plan class time so that presentations are brief (approximately 5 minutes each) and are spread out over several days.

SOCIAL STUDIES
GRADE 6

AREA: THE IMPORTANCE OF HISTORICAL EVENTS IN CANADA AND LATIN AMERICA

OUTCOMES:
3. Tell why Columbus' desire to find another route to the West Indies resulted in the discovery of America.
4. Give Columbus' reasons for wanting to find the West Indies.
5. Name royal contributors who helped Columbus obtain money, crew, and ships to make the voyage.
6. Tell about Columbus' first voyage:
   - Give the names of the ships.
   - Identify the month, date, and year that he discovered America.
   - Identify the site of his first landing on the American continent.

NOTES FOR THE TEACHER

These activities should be conducted after an initial study of Columbus. Students should refer to resource materials as needed (library, encyclopedias, textbook). A good time for the activities is prior to and on Columbus Day. Students may wish to continue the study of Columbus by writing skits to be performed on Columbus Day.

ACTIVITY 1 - OUTCOMES 3, 4, 5, and 6

Students may work in pairs or groups. Have them write the alphabet in a column. Then list as many items as they can find pertaining to Columbus. This may serve as a contest, giving one point for each correct word. Also, students may draw letters from a box and tell what words he/she has found beginning with that letter and how each relates to Columbus.

A - America, Asia, Atlantic
B - Bahamas
C - Captain, Cuba, China, Canary Islands, Caribbean Islands, Costa Rica
D - Dangerous
E - Europe, explorer, exploration, East Indies

ACTIVITY 1 - OUTCOMES 3, 4, 5, and 6 (Cont'd)

F - Flagship, fourteen ninety-two, Ferdinand
G - Gold, Genoa
H - Hispaniola
I - Isabella, Indies, Indians
J - Japan
K - King
L - Land-ho
M - Monarch, mutiny
N - Nina, New World, natives, navigator
O - October
P - Pinta, Portugal, Puerto Rico
Q - Queen
R - Round
S - Santa Maria, Spain, spices, San Salvador
T - Twelfth, thatched, traders
U - Unknown
V - Voyage,Venezuela
W - West, West Indies, wrecked
* X -
Y - Year, 1492
* Z -

* These letters may be omitted.

The alphabet activity can be repeated in numerous situations. It could be repeated when studying other major explorers, a particular group of people, and specific countries or territories.

ACTIVITY 2 - OUTCOMES 3, 4, 5, and 6

At the end of a study of Columbus, assign students a writing activity. Ask students to suggest topics and situations for a paragraph, essay, or skit relating to Columbus. List ideas on the chalkboard. Strive for a variety of ideas. Be prepared to add suggestions to those listed on the chalkboard. The list might be similar to the following:

1. Columbus' accomplishments
2. Columbus' successes and failures
3. Pretend to be a crew member on one of Columbus' ships. Write a letter to someone describing what is happening on the voyage and your feelings about the voyage.
4. Write and perform a skit describing the situation when Columbus arrived at San Salvador.
5. Pretend that you can travel back in time to 1492. What items could you take with you that would seem strange to the people on the Nina, Pinta, and Santa Maria? Describe the peoples' reactions to you and the items you have.
6. What are the qualities that made Columbus successful?

Ask students to choose a topic or situation for their writing activity. Depending on the topics chosen, students may wish to work alone, in pairs, or in groups.

SOCIAL STUDIES
GRADE 6

AREA: THE IMPORTANCE OF HISTORICAL EVENTS IN CANADA AND LATIN AMERICA

OUTCOMES: 7. Relate the following names to the discovery and development of Latin America:

Christopher Columbus	Ferdinand Magellan
Vasco Balboa	Francisco Pizarro
Ponce de Leon	Estevanico
Herman Cortes	Francisco Coronado

8. Identify the home country of each of the above explorers and give date of accomplishments.
10. Relate the following names to the exploration and development of North America:

Jacques Cartier
Samuel de Champlain
Robert de LaSalle
John Cabot
Francis Drake
Walter Raleigh

11. Identify the home country of each of the above explorers and give dates of accomplishments.

NOTES FOR THE TEACHER

The two activities that follow involve the use of index cards in helping students to relate the names of historical figures to the discovery and development of particular lands. Both activities use explorers of Latin America as examples (Outcomes 7 and 8). The same types of activities could be carried out for explorers of North America (Outcomes 10 and 11).

Activity 1 describes one procedure for writing and collecting the index cards. Other procedures are equally workable. Activity 2 describes one way that teachers can quiz students on the information located on the index cards. Teachers can find other ways of using the index cards after they have been written and collected.

ACTIVITY 1 - OUTCOMES 7 and 8

Teachers may vary the ways that index cards are written and collected. One way to obtain index cards would be to follow the reading and discussion of several pages and/or chapters in which the accomplishments of several people are described. For example, suppose that students had finished a chapter in their textbooks related to Spanish colonization in Latin America. The teacher could ask students to name some of the people who were major contributors to changes in Latin America from 1492 to 1535. Students would suggest names similar to the ones below and teachers could write and number them on the chalkboard.

1. Columbus
2. Balboa
3. Magellan
4. Cortez
5. Malinche
6. Pizarro
7. Alvarada

Teachers could then ask students to number themselves (1, 2, 3, 4, 5, 6, 7; 1, 2, 3, 4, 5, 6, 7, etc.). The numbering would continue until each student had a number corresponding to the number of one of the persons listed on the chalkboard. Persons having the same number would then meet together in small groups.

The teacher should give each small group an index card. Tell students that each one of them is to write on the top line of the index card the name from the chalkboard that corresponds with his/her number. Then using textbook and other resource material, each students should write the home country, important information, interesting facts, or even trivia related to the person. A completed index card would resemble the following sample:

Hernando Cortés - Spain

Accomplishments and Dates:

1521 - Conquered Aztecs
1522 - Built a new Spanish City, New Spain, over ruins of Tenochtitlan
1522 - Named governor of New Spain

Interesting Facts:

Malinche told him about Quetzalcoatl. This added to Aztec's fear and awe.
Malinche advised him to get help from Indian groups that hated the Aztec.
Smallpox brought by Spanish infected the Aztec because they had no natural defense against it.

Trivia:

1519 - He left Cuba with approximately 11 ships, 600 men, and 16 horses. With this small force he conquered an empire of millions.

ACTIVITY 1 - OUTCOMES 7 and 8 (Cont'd)

Following variations on the suggested procedure, teachers can collect throughout the school year index cards containing the names, dates, and accomplishments of major persons in history. The cards can be used for review and for various activities throughout the year.

ACTIVITY 2 - OUTCOMES 7 and 8

The index cards described in Activity 1 are collected in a box. The teacher pulls out a card and reads one phrase or statement from the card. Any student who can identify the person raises his/her hand. If no student can identify the person from the first clue, the teacher provides a second clue. The clues continue until the person on the index card is identified.

Variations on this activity are numerous. Students can play with each other in pairs or in small groups. Teams can compete against each other, and the means for awarding points for identification can be devised.

ACTIVITY 3 - OUTCOMES 10 and 11

Repeat activities one and two, except substitute the names of explorers of North America as given in Outcome 11.

SOCIAL STUDIES
GRADE 6

AREA: THE IMPORTANCE OF HISTORICAL EVENTS IN CANADA AND LATIN AMERICA

OUTCOME: 9. Describe the cultural changes in the lives of the original inhabitants of Latin America following the arrival of the Spanish and Portuguese explorers.

NOTES FOR THE TEACHER

Before conducting Activity 1, teachers may wish to review material found in the previous activity related to elements of culture (AREA: The Importance of Historical Events in Canada and Latin America; Activity 3 - Outcomes 1 and 2).

Activity 1 suggests topics for five small research groups. The topics can be reduced, expanded, or substituted to fit individual classes. The important feature of the activities is the direction provided by the teacher to each group. Activity 1 gives examples of what is meant by direction. Teachers will need to develop specific suggestions/directions for <u>each</u> small group.

ACTIVITY

Following an initial study of the Spanish and Portuguese colonization of Latin America, divide the class into five small groups. Assign each group one of the following topics:

1. Town life in the Spanish colonies
2. Government in the Spanish colonies
3. Religion in the Spanish colonies
4. Colonial society in the Spanish colonies
5. Portuguese colonization of Brazil

Ask each group to review textbook and other resource material related to its topic. Ask each group to prepare an oral and visual report on its assigned topic. Encourage groups to find pictures and/or to build models that depict the culture of Latin America following the arrival of Spanish and Portuguese explorers.

ACTIVITY (Cont'd)

Be sure to provide specific suggestions and directions to each group. As an example, directions provided the group on Town Life in the Spanish Colonies might resemble the following:

1. Where did the towns tend to be built? Why?
2. How was a typical colonial Spanish town laid out? Provide a drawing or a model of a typical colonial Spanish town?
3. What were some of the most important Spanish towns in Latin America from 1500 to 1800?
4. How do the locations of certain structures in the town (church, plaza, military headquarters) relate to the everyday life of the people?

For each group, be sure to include vocabulary that should be explained during the presentations. For example, vocabulary for two of the groups might resemble the following:

Government in the Spanish Colonies

1. Council for Indies
2. Viceroyalties
3. Viceroy

Colonial Society in the Spanish Colonies

1. Peninsulares
2. Creoles
3. Mestizos
4. Indians
5. Black slaves from Africa

Set aside class time for group presentations. Limit oral presentations to 5 or 10 minutes. Encourage visual displays. Instruct each group to end its presentation by commenting on the following questions.

1. What were some good things with respect to _____ (government, religion, etc.) about Spanish/Portuguese rule during this time period?
2. What were some bad things with respect to _____ (government, society, etc.) about Spanish/Portuguese rule during this time period?

SOCIAL STUDIES
GRADE 6

AREA: GOVERNMENT CONTROLS IN CERTAIN AREAS OF SOCIETY IN CANADA AND LATIN AMERICA

OUTCOME: 1. Locate Canada on a map and tell the type of government it has.

NOTES FOR THE TEACHER

Canada is an extremely interesting country. It is one of our closest allies and neighbors. Canada shares with the United States the five great lakes, the St. Lawrence River, and the Rocky Mountains as well as other physical features. Canada and the United States enjoy a similar history and culture. Canada is a large country with ten distinct provinces, two territorial possessions, and two large islands. The provinces are said to be very similar to our fifty states and many of its inhabitants are of English ancestry.

ACTIVITY 1

Give each student a physical outline map of Canada that shows only the lines that separate the provinces and territories. Then have students study the map in their textbooks to identify significant landforms and areas including major oceans, rivers, bays, and lakes that are associated with Canada. Next, have them use their textbooks or other sources to respond to the following:

1. Name the three oceans that surround Canada.
2. Name all land areas that border Canada.
3. Name the ten provinces of Canada.
4. Name the two territorial possessions of Canada.
5. Name two large islands in Canada.
6. Name the largest province in Canada (land area).
7. Name the smallest province in Canada (land area).
8. Name Canada's six largest cities.
9. Name the five great lakes that border Canada.
10. Name the two mountain ranges in Canada.
11. In which continent is Canada located?
12. In which two hemispheres may Canada be found?

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ACTIVITY 2

Ask students to play a simple game with you. Give each student a copy of an outline map of Canada. Ask students to cut out all provinces and territories. Then have them scramble the cut-out pieces and reassemble them into the original form. Give a prize to the one who does this most quickly.

ACTIVITY 3

Using the textbook glossary or other source, have students find definitions for the following terms:

Dominion	Constitutional Monarchy	Democracy
Monarch	Senate	House of Commons
Parliament	House of Lords	Cabinet
Prime Minister	President	Governor General

Allow students to thoroughly study these terms. Then ask them to find answers to the following questions:

1. The head of Canada's government is called _____.
2. Canada's government is most like that of _____.
3. Canadian laws are passed by a body called _____.
4. Canada's ten provinces are somewhat like the states in the _____.
5. The Canadian Parliament is made up of the senate and the _____.

Other questions may be added to this list.

SOCIAL STUDIES
GRADE 6

AREA: GOVERNMENT CONTROLS IN CERTAIN AREAS OF SOCIETY IN CANADA AND LATIN AMERICA

OUTCOME: 2. Locate a given Latin American country on a map and tell what kind of government it has.

NOTES FOR THE TEACHER

Latin America includes all the land areas that are south of the United States and whose primary language is Spanish. The activities will be related to Mexico since, like Canada, it is an ally and shares a common border with the United States.

It would be worthwhile to have students review several pertinent terms before attempting Activity 2. Terms like democracy, republic, communism, and dictatorship should be clearly understood.

It is a good idea to relate other government types to our own democratic government so that students may compare foreign governments with ours for a deeper appreciation of our government and a better interpretation of other governmental forms.

ACTIVITY 1

Supply all students with physical outline maps of Mexico. Have them use resource materials, such as a textbook, to write in all major landforms in Mexico. Include mountains, plateaus, volcanoes, and deserts as well as the large bodies of water that border Mexico.

ACTIVITY 1 (Cont'd)

Then divide the class in half to see which group can answer more of the questions given below. Allow an individual to answer only one question so that all may participate.

1. Name the long peninsula that is located on the Pacific Coast of Mexico.
2. Name two volcanoes that are located near Mexico City.
3. Name six large cities of Mexico.
4. Name the river that separates Mexico from the United States.
5. Name three countries that border Mexico.
6. Name the large Mexican city that is close to San Diego, California.
7. Name the major mountain ranges of Mexico.
8. In which continent is Mexico located?
9. In which two hemispheres is Mexico located?

Other questions may be added to this list.

ACTIVITY 2

Write the following questions on the chalkboard and ask students to copy the questions in their notebooks. Then ask them to use their textbooks or other sources to find answers to the following questions about the government of Mexico.

1. Name the type of government currently in control in Mexico. _____
2. What is the head of Mexico's government called? _____
3. How many political parties exist in Mexico? _____
4. How is the government leader chosen in Mexico? _____
5. Who or what is the source of government power in Mexico? _____
6. How many senators does each state or territory have in Mexico? _____
7. How many representatives does each state or territory have in Mexico? _____

Check to see if all students have found the right answers to the questions. Provide for a thorough discussion of each question and have students write the correct answers in their notebooks as the answers are recorded on the chalkboard.

SOCIAL STUDIES
GRADE 6

AREA: GOVERNMENT CONTROLS IN CERTAIN AREAS OF SOCIETY IN CANADA AND LATIN AMERICA

OUTCOME: 3. Tell the kinds of government services provided for citizens by the government in a given South American country.

NOTES FOR THE TEACHER

Most textbooks give only a few lines or no information at all on the types of government services provided for citizens in South American countries. Newspaper and magazine articles are possible sources of information. These countries' embassies, located in Washington, D. C., are also sources of information. The addresses for all embassies can be found in The World Almanac. Most school or public libraries have a current almanac.

Local people, who have first-hand knowledge of life in a South American country, could be used as guest speakers. Such people can include exchange students, teachers, missionaries, immigrants, and others.

ACTIVITY 1

Have students write to the embassy of a South American country and request information on services their government provides to its citizens. The letter should be specific about the request. For example, the following questions related to education could be asked.

1. Do you have free, public schools? What grade levels or age levels of education are provided?
2. Do you have free or low tuition colleges? Who may attend the colleges?
3. How are the salaries of teachers funded?
4. Do citizens pay taxes to help support the schools?
5. Do students receive free textbooks?
6. Does the government provide lunches for school children?
7. Do you have free bus transportation for the students?
8. Can secondary students receive free vocational training?

ACTIVITY 1 (Cont'd)

If information is requested and received from more than one country, the services can be compared. If students are involved with any other research related to the countries, this information could be a part of the report.

If replies are received from embassies, students should write thank you letters.

ACTIVITY 2

Invite a guest speaker who has knowledge of a particular South American country's services for its citizens to discuss these services with the class. Prior to the guest's arrival, students should list questions for him/her to address. The questions should be sent to the speaker in advance. Emphasize, however, that the talk will not be limited to the questions. If desired, the shared information can be part of a research report on a South American country.

SOCIAL STUDIES
GRADE 6

AREA: GOVERNMENT CONTROLS IN CERTAIN AREAS OF SOCIETY IN CANADA AND LATIN AMERICA

OUTCOME: 4. Tell what it means for a government leader to be elected, appointed, or to gain control through force.

NOTES FOR THE TEACHER

Remind students that all sovereign countries use some method of getting or choosing a government leader; that democratic or republic types of government normally make provisions for their leaders to be directly or indirectly elected by the people or by the people's representative; and most communist governments normally have their leaders named by a central committee of the communist party. Under this system, the people have little or nothing to say regarding the selection of their leader.

Remind them that dictators may be elected or appointed, but most often dictators seize power or control of the government through force without the consent of the people.

ACTIVITY

Have students give their definitions of these terms: elected, appointed, and control by force. Clarify their definitions and lead students in naming examples of elected positions and appointed positions in the government of the United States.

Discuss the meaning of these terms: coup and junta. Ask if a coup has ever happened in the United States. Why not?

Compare the election process of the United States with the military overthrow and control of a Latin American country (Chile, Guatemala).

Compare Mexico's government with the government of the United States. How is Mexico's president chosen?

Compare Canada's government with the government of the United States. What is a Prime Minister? How is he/she chosen?

ACTIVITY (Cont'd)

Locate articles in newspapers and weekly news magazines about attempts to overthrow a government in a Latin American country. Discuss whether the government in power achieved control by force or through an election by the people.

SOCIAL STUDIES: Grade 6

AREA: Understanding the Relationship of Time to Human Life in Canada and Latin America

C OF S	S T A N	ORIGINAL SOURCES	STUDENT OUTCOMES	B A S	S T A N	A D V
*		Students will gain an understanding of the relationship of time to human life.	1. Define the Northern and Southern Hemispheres. 2. Locate the Northern and Southern Hemispheres on a map or globe. 3. Locate Canada and the Latin American countries in either the Northern or Southern Hemisphere. 4. Compare the characteristics of the four seasons in Canada and Latin America. 5. Name the time zones of Canada. 6. Name the time zones of the Latin American countries. 7. Compute the difference in clock time from a given point in Canada to a given point in a Latin American country that is in a different time zone. 8. Compute time problems involving travel from one time zone to another.			

SOCIAL STUDIES: Grade 6 AREA: Physical Geography of Canada and Latin America

COS	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Students will gain an understanding of the relationship of physical geography and cultural development.	1. Define physical features of the earth (mountains, plains, rivers, oceans, and seas) by stating major characteristics of each.			
	7,8	Relate an activity to its effect on an environment.	2. Name major mountains, plateaus, rivers, oceans, and seas of Latin America and Canada and locate them on a map.			
	7,8	Recognize examples of the conservation of natural resources.	3. Define "erosion."			
	7,8	Understand a basic fact about the earth's surface.	4. Identify specific locations in Canada and Latin America where erosion can be a problem.			
			5. Define "natural environment."			
			6. Name components of the natural environment.			
			7. Describe the climate of Latin America.			
			8. Describe the climate of Canada.			
			9. Define the term "pollution."			
			10. Identify specific locations in Canada and Latin America where pollution can be a problem.			
			11. List ways that man misuses the land. Give examples in Canada and Latin America.			
			12. List ways that man destroys the homes and habitats of animals. Give examples in Canada and Latin America.			

C OF S	S T A N	ORIGINAL SOURCES	STUDENT OUTCOMES	B A S	S T A N	A D V
			13. Tell how mountains, rivers, and other land forms affect: (a) transportation of people and goods in Canada and Latin America. (b) communication in Canada and Latin America. 14. List ways in which the population of cities and rural areas of Canada depends on many factors. 15. List ways in which the population of cities and rural areas of Latin America depends on many factors.			

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SOCIAL STUDIES: Grade 6

AREA: Customs, Traditions, and Behaviors of People in Canada and Latin America

COS	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Students will gain an understanding that cultures are composed of customs, traditions, and behaviors.	1. Compare the customs, traditions, language, technology, occupations, economic conditions, and educational standards in two Latin American countries.			
	7,8	Understand the term "custom."				
	7,8	Associate a given geographical area with its dominant language.	2. Compare the customs, traditions, languages, technology, occupations, economic conditions, and educational standards in two Canadian provinces.			
			3. Relate an individual to a specific social structure and tell how that structure can influence his beliefs and behaviors.			
			4. List individuals and/or groups in Latin America who have made significant contributions in the areas of architecture, philosophy, art, literature, science, mathematics, or medicine.			
			5. List individuals and/or groups in Canada who have made significant contributions in the areas of architecture, philosophy, art, literature, science, mathematics, or medicine.			
			6. Tell why the French language is dominant in the Canadian province of Quebec.			
			7. Tell why Spanish is the dominant language in Latin America.			

SOCIAL STUDIES: Grade 6 AREA: Economic Systems in Canada and Latin America

C OF S	S T A N	ORIGINAL SOURCES	STUDENT OUTCOMES	B A S	S T A N	A D V
*		Students will gain an understanding that all cultures have some type of economic system.	1. Compare the three major economic systems.			
			2. Describe and compare the economic systems of a Canadian province and a Latin American country.			
	7,8	Relate the decline of a specific natural resource to the development of other resources.	3. Identify similarities and differences between Latin American and Canadian economic systems.			
	7,8	Relate industrialization to the growth of cities.	4. Enumerate three factors that affect economic development in all countries.			
			5. Discuss the energy resources of Canada and the Latin American countries.			
			6. Show how shifts in energy sources in Canada and Latin America are related to dwindling or exhausted resources, high costs, or new technology.			
			7. Give examples in Canada and Latin America of efforts to conserve natural resources.			
			8. Define "industrialization" and name consequences of industrialization.			
			9. Describe the type(s) of industry located in specific Canadian provinces or Latin American countries.			
			10. Relate inflation to economic problems in certain Latin American countries.			
			11. Define "inflation" and tell how it affects the value of money.			

SOCIAL STUDIES: Grade 6

AREA: The Importance of Historical Events in Canada and Latin America

COS	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Students will gain an understanding of the importance of history.	1. Describe the people and culture of Latin America before Columbus. 2. Describe the people and culture of Canada before 1492. 3. Tell why Columbus' desire to find another route to the West Indies resulted in the discovery of America. 4. Give Columbus' reasons for wanting to find the West Indies. 5. Name royal contributors who helped Columbus obtain money, crew, and ships to make the voyage. 6. Tell about Columbus' first voyage: Give the names of the ships. Identify the month, date, and year that he discovered America. Identify the site of his first landing on the American continent. 7. Relate the following names to the discovery and development of Latin America: Christopher Columbus — Ferdinand Magellan Vasco Balboa — Francisco Pizarro Ponce de Leon — Estevanico Herman Cortes — Francisco Coronado 8. Identify the home country of each of the above explorers and give date of accomplishments.			

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SOCIAL STUDIES: Grade 6

AREA: The Importance of Historical Events in Canada and Latin America (continued)

COS	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	7,8	Recognize an example of cultural adaptation.	9. Describe the cultural changes in the lives of the original inhabitants of Latin America following the arrival of the Spanish and Portuguese explorers. 10. Relate the following names to the exploration and development of North America: Jacques Cartier Samuel de Champlain Robert de LaSalle John Cabot Francis Drake Walter Raleigh 11. Identify the home country of each of the above explorers and give dates of accomplishments.			

SOCIAL STUDIES: Grade 6

AREA: Government Controls in Certain Areas of Society in Canada and Latin America

COS	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAK	ADV
*		Students will gain an understanding that government controls certain parts of society.	1. Locate Canada on a map and tell the type of government it has. 2. Locate a given Latin American country on a map and tell the type of government it has. 3. Tell the kinds of government services provided for citizens in a given South American country. 4. Tell what it means for a government leader to be elected, appointed, or to gain control through force.			

END

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